



Indiana High Ability Language Arts Units - Grade 2
Connections of the Heart
Classroom Management – May 2015

Lesson Number	Suggestions for Facilitating Grouping
Lesson 4: The Miraculous Journey of Edward Tulane	Since this is the first time using a Vocabulary Map, the teacher can add support by modeling filling out the Vocabulary Map using the word “journey” as students follow along with their own copies
Lesson 6: Connecting by Asking Questions	For students needing more support, complete the chapter 4 Reading Analyzer and Vocabulary Map together in a small group while those who are capable of completing these without help are working independently or with a partner. Apply this suggestion whenever necessary to other lessons in which students complete a Reading Analyzer and/or Vocabulary Map.
Lesson 7: Point of View and Connections	For students needing more support, complete the Point of View chart together in a small group while those who are capable of completing this without help are working independently, with a partner, or with a small group.
Lesson 8: Text To Text Connections – The Velveteen Rabbit	Divide your students into two leveled reading groups and complete this lesson separately with each group. The higher-level reading group can use <i>The Velveteen Rabbit</i> as suggested in the unit, and the lower-level reading group can use <i>Corduroy</i> and the alternative discussion questions as suggested on the content differentiation chart.
Lesson 14: Practice With Persuasion	For students needing more support, the teacher can model filling out the Hamburger Model graphic and model translating that information into a paragraph, rather than asking students to complete this work independently. Students will have an opportunity to apply this process independently in the following lesson.

Lesson 16: What's Real Versus What We Feel	When grouping students for research, be sure to include at least one strong reader in each group.
Lesson 19: Small Group Inquiry	When grouping students for this lesson, be sure to include at least one strong reader in each group.
Lesson 23: Creative Problem Solving – Student Motivation	When grouping students for this lesson, be sure to include at least one strong reader/writer in each group.
Lesson 25: Analyzing Author's Style – Patricia Polacco	<p>Group students in like-ability reading groups for this lesson. For the group(s) needing more support, allow for the reading aloud of the Patricia Polacco book.</p> <p><i>OR</i></p> <p>Group students in heterogeneous groups for this lesson, and assign a strong reader to read the group's title aloud as the other group members listen.</p>